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ABSTRACT

Outcome assessment has come to mean documentation, beyond grades and numbers of graduates, of higher education's results as proof of quality and evidence of improving undergraduate education. This document describes a consortium formed by the Two-Year College Development Center of the State University of New York, the Bureau of Postsecondary Grants Administration in the New York State Education Department, and seven community colleges in the Mid-Hudson Region of New York State to determine the feasibility of measuring outcome assessments in selected occupational and technical postsecondary programs. This (1990) program description shares selected results of the first year's efforts in using these outcome measures. This document is arranged by seven technical areas and presents selected items from the committee reports: (1) accounting; (2) business administration; (3) computer information services; (4) criminal justice; (5) engineering technologies; (6) foods and hospitality; and (7) human services. Each section contains some or all of the following: committee members, recommended outcomes assessment strategies, materials and plans, and sample assessment items. Some materials in these reports are in draft or pilot stages. (NLA)

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OUTCOMES ASSESSMENT IN POSTSECONDARY OCCUPATIONAL PROGRAMS: A CONSORTIAL APPROACH

PROJECT REPORT
(YEA 155-90-1093)

Two-Year College Development Center
University at Albany
State University of New York

and

Mid-Hudson Region Consortium of
SUNY Community College Academic Officers

U.S. DEPARTMENT OF EDUCATION
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OUTCOMES ASSESSMENT IN POSTSECONDARY OCCUPATIONAL PROGRAMS: A CONSORTIAL APPROACH

(VEA 155-90-1893)

Two-Year College Development Center
University at Albany
State University of New York

and

Mid-Hudson Region Consortium of
SUNY Chief Academic Officers

SEPTEMBER 1990

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Donald Katt, Dean of Instruction, Ulster County Community College
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OUTCOMES ASSESSMENT IN POSTSECONDARY OCCUPATIONAL PROGRAMS:
A CONSORTIAL APPROACH

(VEA 155-90-1893)

Introduction

Outcomes assessment has become more than a current buzz word in higher education. That colleges should evaluate student achievement and program outcomes is hardly a new notion, but recently "outcomes assessment" has evolved to mean documentations, beyond grades and numbers of graduates, of higher education's results as proof of quality and evidence of improving undergraduate education.

Several states have mandated that colleges undertake a variety of outcomes measures, ranging from establishing minimum basic skill performance levels in order to qualify for the junior year of a baccalaureate program to providing a budget incentive for evidence of an increase in institutional effectiveness. Interest in assessment has also been spurred by the recent emphases of Middle States accrediting teams for more student outcomes and institutional effectiveness data. Although there has been no threat of legislation to require assessment of higher education in New York State, SUNY Central Administration has issued a set of principles regarding closer links between undergraduate assessment and the teaching-learning process.

The Two-Year College Development Center, University at Albany, State University of New York, in cooperation with the Bureau of Postsecondary Grants Administration, New York State Education Department, and seven community colleges in the Mid-Hudson Region of New York State, undertook a project on determining outcomes and feasible ways to measure them in selected occupational and technical programs. The colleges include: Columbia-Greene Community College, Dutchess Community College, Orange County Community College, Rockland Community College, Sullivan County Community College, Ulster County Community College, and Westchester Community College.

The project operates as a consortium with academic officers from each college serving as a steering committee. For each program area, a team of faculty representing several colleges work together with one faculty member designated as team leader. Each team has identified current local assessment efforts in the targeted areas at the seven campuses, determined their implications to comprehensive outcomes assessment, identified preliminary additional assessment needs in each area, designed initial strategies including instruments and specific procedures to fill existing gaps, and tested assessment designs through pilot applications followed by revisions/retesting/further development as needed. The seven technical programs (majors) selected are Business Administration, Accounting, Computer Information Services, Foods/Hospitality, Criminal Justice, Human Services and Engineering Technologies.

In addition to committee meetings and work sessions, all met as a group with these steering committee, project staff and interested others in three one-day sessions: October 13, 1989, January 24, 1990, April 20, 1990. These meetings were designed as forums for exchange of ideas, goal setting and material sharing.

Format and Purpose

The purpose of this document is to share selected results of the first year's effort. What cannot be shared are the rewards and renewal experienced by team members through the intercollegiate cooperation that facilitated progress on more dimensions than could be achieved by any one institution. Colleges or individuals choosing to use or adapt these shared recommendations or materials must determine the best mechanism to collect and share information for assessment purposes. To increase the effectiveness of any assessment procedure, attention should be given to the best approaches for each local campus regarding ongoing feedback and use of outcomes to improve the teaching-learning process. Most strategies collect data for faculty use at the department or program level allowing action to be taken on the assessment results as they become available. While the dean's office or institutional research office can assist and support assessment, they are not the primary originator of many of these assessment procedures.

This document is arranged by the seven technical areas addressed, and presents selected items from the committee reports. Some materials in these reports are in draft or pilot stages and committees are continuing to use and revise these materials as appropriate during this academic cycle.

OUTCOMES ASSESSMENT COMMITTEE REPORT

September 1990

ACCOUNTING COMMITTEE

Barbara Connelly, Ulster County Community College, TEAM LEADER
Harold Eccleston, Sullivan County Community College
Deborah Most, Dutchess Community College
Fred O'Connor, Westchester Community College
Harry Purcell, Ulster County Community College
Harold Ripley, Orange County Community College

Recommended Outcomes Assessment Strategies

A. Pre-post tests for Principles of Accounting I and II
B. Departmental exam for Accounting I and II
C. Capstone course/experience
D. Student Follow-up Survey; Employment or Transfer

Materials and Plans

A. Sample items for pre-post tests (25 items each) for Accounting I and II for purposes of student diagnosis (pre) and gain scores or measurement of a minimum competency level (post).
B. Sample exams are included. Committee recommends each institution develop a common exam. Accounting I should include key areas: accounting cycle, the worksheet, merchandising income statement, sales and purchases transactions, inventory valuations under FIFO, LIFO and average methods, estimation of bad debts, depreciation methods and financial statement classifications. Property and equipment may also be included, depending on the test used.
Accounting II should include items on stockholders' equity, cash flow statement, partnership, property and equipment (if applicable).
C. Since accounting programs (as they now stand) contain 64 plus credits, it may be possible to integrate a capstone course into intermediate accounting or design a new course as a seminar and/or practicum. As we perceive it at this time, this course would include: a traditional accounting worksheet, 7 or 8 ratio analyses, profitability, solvency, financial statement preparation, tax returns, spread sheets, and a research paper on appropriate topics. Perhaps this type of course also would incorporate or be a part of an internship or co-op experience: It would bring together all their book learning and provide an opportunity for a summative assessment. The rationale for a capstone seminar is to establish what the student learned in two years of accounting courses. The capstone course (credits, placement, etc.) should be designed by individual institutions in order to fit their program and schedule.
D. Sample questions are included.

A. PRE-POST TEST

Sample Test Questions

Accounting I

---

1. Which of these transactions results in a recognition of an expense?

   a. Withdrawal of cash by the owner for personal use
   b. Payment on an account payable
   c. Use of equipment during the accounting period
   d. Payment of the principal of a loan

2. Which of these transactions results in an increase in revenue?

   a. Sale of office equipment for cash
   b. Sale of a service on credit
   c. Collection of cash on account
   d. Receipt of cash from bank loan

3. A building might be depreciated over 15 years because

   a. it will be paid for in 15 years.
   b. it will generate revenue for the company over 15 years.
   c. income tax provisions require depreciation over 15 years.
   d. it will lose most of its market value in 15 years.

4. Which of these accounts would probably need adjusting at year-end?

   a. Supplies
   b. Land
   c. Withdrawals account
   d. Notes payable

5. The carrying value of a depreciable asset equals

   a. the estimated cost to replace the asset.
   b. original cost minus accumulated depreciation.
   c. the estimated amount that the asset could be sold for.
   d. original cost minus depreciation expense.

6. On which financial statement will Income Summary appear?

   a. Income statement
   b. Pat Menard, Capital
   c. Balance sheet
   d. Pat Menard, Withdrawals

7. An important purpose of closing entries is

   a. to adjust the accounts in the ledger.
   b. to set nominal account balances to zero in order to begin the next period.
   c. to set real account balances to zero in order to begin the next period.
   d. to help in preparing financial statements.

Sample Problem

Accounting I

The trial balance of Sno-White Laundromats at October 31, 1985, the end of the current fiscal year, and the data needed to determine year-end adjustments are as follows:

Cash	$ 12,650
Laundry Supplies	6,410
Prepaid Insurance	2,800
Laundry Equipment	92,100
Accumulated Depreciation	?
Accounts Payable	4,900
S.M. White, Capital	36,960
S.M. White, Drawing	10,000
Laundry Revenue	111,600
Wage Expense	42,300
Rent Expense	28,500
Utilities Expense	11,200
Miscellaneous Expense	2,700

Note: All of the accounts carry their normal debit or credit balance.

Adjustment Data:

(a) Inventory of supplies at October 31	$3,100
(b) Insurance premiums expired during the year	2,000
(c) Depreciation on equipment during the year	4,600
(d) Wages accrued but not paid at October 31	1,750

Required:

(1.) Record the trail balance on a ten-column work sheet
(2.) Complete the work sheet
(3.) Prepare an income statement, a capital statement (no additional investments were made during the year) and a balance sheet.
(4.) Prepare the closing entries.
(5.) Prepare a post-closing trial balance.

A. PRE-POST TEST

Sample Test Questions

Accounting II

1. Which of the following most appropriately describes depreciation?

   a. physical deterioration of plant asset
   b. gradual obsolescence of plant asset
   c. decline in value of plant asset
   d. allocation (spreading) of cost of plant asset

2. All of the following are needed for the computation of depreciation except:

   a. disposal date
   b. cost
   c. residual value
   d. estimated useful life

3. A graph depicting yearly depreciation under an accelerated method would contain a line that:

   a. goes horizontally across
   b. goes down, as one goes from left to right
   c. goes up, as one goes from left to right
   d. goes down, and then up, as one goes from left to right

4. Indicate whether each of the following expenditures should be classified as land (L), land improvements (LI), buildings (B), equipment (E), or none of these (X).

   __ 1. Clearing costs
   __ 2. Driveway cost
   __ 3. Computer installation cost
   __ 4. Architect's fee
   __ 5. Surveying costs
   __ 6. Cost of assembly line trial run
   __ 7. Property taxes paid subsequent to purchase
   __ 8. Grading costs
   __ 9. Insurance for freight on computer purchased
   __ 10. Cost of lighting for parking lot
   __ 11. Landscaping cost
   __ 12. Material and labor costs incurred to construct factory
   __ 13. Cost of razing a warehouse on land just purchased
   __ 14. Utility cost during first year
   __ 15. Cost of building wing
   __ 16. Sales tax on file cabinets purchased
   __ 17. Real estate commissions
   __ 18. Contractor's fee
   __ 19. Cost to put up chain-link fence

Outcomes Assessment Committee Report

September, 1990

BUSINESS ADMINISTRATION COMMITTEE

Bob Amundson, Ulster County Community College
John Christesen, Westchester Community College
Samuel Englehart, Dutchess Community College
Martin Lecker, Rockland Community College
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Recommended Outcomes Assessment Strategies

A. Student Advisement Assessment Form
B. Graduate Follow-up
C. Pre/Post Testing of Majors
D. Capstone Course (with portfolio approach)
E. Tracking Cohort of Students
F. Exit Interview of Program Graduates
G. Association of Collegiate Business Schools and Programs (ACBSP) Accreditation

Materials and Plans

A. Student Advisement Assessment Form - designed to collect feedback for business administration during advisement sessions

B. Graduate Follow-up - questions can be added to SUNY Graduate Follow-up Study. Arrangements should be made through local Chief Academic Officer.

C. Pre/post instrument is in pilot stage (Sullivan Co. Comm. College)

D. Capstone course and portfolio concept is currently under development.

E. Cohort tracking process is in pilot stage.

F. Exit interview is currently under development.

G. Recommendation that colleges seek accreditation from ACBSP, and that process would complement outcomes assessment procedures listed above.

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A. STUDENT ADVISEMENT ASSESSMENT FORM

Purpose: To capture useful information from students during advisement sessions that will help program faculty assess the effectiveness of the business programs.

Use: Complete a form for each student you advise once a year. The advisor should complete the form, making notes of incidents which require action by faculty, chairpersons, or the college.

_____ _____ _____
Student Name Program Date

1. a. What was the students goal for enrolling?
Transfer _____ Degree ____ Less than degree ____
Comments:

b. What is the students present goal? _____
Comments:

c. What is the students sense of progress toward present goal? Positive _____ Negative _____ Unsure _____
Comments:

2. If the student has changed goals were you able to determine why? Yes ____ No ____
Comments:

3. Did (or does) the student feel that they were or are unprepared for any subjects or required academic skills?
Yes ____ No _____
Comments:

4. Has the student indicated any problems which inhibit the ability to do the required academic work?
None ____ Family ____ Health ____ Finances ____ Job ____
Housing ____ Transportation ____ Other ____
Comments:

continued. . . .

C. PRE/POST TESTING OF MAJORS

BUSINESS ADMINISTRATION - A.A.S. CURRICULUM SURVEY

DRAFT

BUSINESS MATH

1. Sarah plans to save 10 percent of her salary each week. When she has saved enough she will buy a bond for $375. Her salary is $130 weekly. How many weeks will she need to work before she can buy her first bond? (a) 27 (b) 4,875 (c) 26 (d) 29

2. A women's apparel shop has 4,368 units in stock. Half of the stock is slacks, 1/8 is sweaters, 1/16 is belts and scarves. How many units are not included above? (a) 3,003 (b) 1,365 (c) 1,638 (d) 2,965

3. 280 of the employees are in the painting department. They represent 40 percent of the total labor force. How many are in the labor force? (a) 112 (b) 11,200 (c) 700 (d) 168

4. A merchant purchased a lamp at $17.00 and marked it up by 30 percent over the cost. What was the amount of the markup?
(a) $11.90 (b) $22.10 (c) $5.10 (d) $10.20

5. An employee, Jack Terril, earns a commission of 3 1/4 percent on sales. His sales were $43,680. What was the commission? (a) $1,419.60 (b) $1,310.40
(c) $1,683.00 (d) $15,387.68

6. If the interest on a promissory note for $500 is $6.67 for 30 days, what was the interest rate? (a) 10.3%
(b) 5.8% (c) 16%
(d) 12%

7. If the total sales tax collected by Acme Dept. Store for the day was $372 and the sales tax in the count is 8%, what were the total sales for the day? (a) $29.76
(b) $297.60 (c) $2976 (d) $4650

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OUTCOMES ASSESSMENT COMMITTEE REPORT

September 1990

COMPUTER INFORMATION SERVICES COMMITTEE

Ron Cohn, Sullivan County Community College
Douglas Jones, Columbia-Greene Community College
Felice Leifer, Rockland Community College
Joseph Masterjoseph, Westchester Community College
Milt Reynolds, Ulster County Community College
Evelyn Seils, Ulster County Community College
Frank Whittle, Dutchess Community College, TEAM LEADER
Roseann Witkowski, Orange County Community College

Recommended Outcomes Assessment Strategies

A. Exit exam for Computer Information Systems

B. Exit interview for Computer Information Systems

C. Outline of capping course

Materials and Plans

During the 1989-90 academic year, the CIS Assessment Committee developed outlines for three assessment instruments: the exit exam, the capping course and the exit interview. The committee felt that in order for an assessment strategy to be effective it must keep the following criteria:

- be effective
- provide a student benefit
- provide a program benefit
- be cost effective
- maintain a positive cost/benefit relation

A. EXIT EXAM

Because each of the represented CIS programs are quite different in subject matter, a two-part exam concept was developed. The first part will consist of 50 multiple choice questions which will provide the "core" of the exam. This part will be standard. The second part of the exam will be determined by the individual institution and will be geared toward the specific courses completed by the student. The exam may also be used as an entrance exam and a status exam during a student's tenure at the college. The exam (attached) will be pilot tested in the 1990-91 academic year. The outline of the exam is as follows:

Part I

1. Comprised of 50 multiple choice questions covering material taught in all of the CIS programs
2. Each college representative submitted ten questions
3. The questions were evenly distributed from the following topics:
   a. hardware
   b. software
      operating systems vs. application software
      utility software
   c. communication concepts
   d. data hierarchy
   e. ethics
   f. logic
      and, or, if, case, loop structures
   g. spreadsheets, databases, word processing
   h. DOS commands

Part II

This portion of the exam will be developed at each of the participating institutions. It will consist of questions specific to the material taught in the individual CIS program.

B. EXIT INTERVIEW

Conducting exit interviews with graduating students as an assessment of their skills and the strengths and weaknesses of the program was pilot tested this past spring at Dutchess Community College. The interviews were conducted by members of the CIS Advisory Committee. The feedback received from the students and the Advisory Committee members was overwhelmingly positive. The results of the interviews will be analyzed and interpreted during the upcoming fall advisory meeting. In order to be effective the exit interview should:

1. be structured
2. include technical questions
3. include ethical questions
4. provide a "mock interview" experience which will be beneficial for the student in future job interviews
5. gather student feedback on the strengths and weaknesses of the program
6. preferably be conducted by non-faculty

The "core" portion of the exit exam and the completed exit interview form are attached. Both of these instruments will undergo slight revisions during the 1990-91 year.

C. CAPPING COURSE

Based upon a structure currently being used at Dutchess Community College, an outline was developed by the committee for development of a capping course for a CIS program. The course should:

1. be comprehensive in that it requires the skills and concepts learned in the required courses in the program
2. require technical writing
3. include an oral presentation
4. allow for group interaction
5. provide for peer evaluation
6. provide for user interviewing
7. provide the student with a "portfolio"
8. conclude with a one-to-one evaluation/feedback session.

A. COMPUTER INFORMATION SYSTEMS
EXIT EXAM

Multiple Choice

1. Word Perfect is an example of
   a. Data Base software
   b. a spreadsheet
   c. an operating system
   d. A word processor

2. Most word processing packages can do all of the of the following functions except
   a. check spelling
   b. add rows and columns
   c. text edit
   d. cut and paste

3. Setting right and left margins is considered to be which type of function?
   a. formatting
   b. programming
   c. spell checker
   d. none of the above

4. To add numbers in cells A2, A4, A6 the formula is
   a. @SUM(A2.A6)
   b. +A2+A3+A4+A5+A6
   c. @SUM(A2+A6)
   d. +A2+A4+A6

5. In a disk resident operating system the _____ program loads and starts the other DOS programs to execute.
   a. Basic
   b. Executive
   c. Compiler
   d. Assembler

6. The most widely used operating system for 16 bit micro computers is
   a. Cobol
   b. Basic
   c. Microsoft-DOS/PC-DOS
   d. Unix
   e. None of these

7. Operating systems must provide its users with a means of preparing new storage media for use. On mainframes this process is called volume initialization. In microcomputers this process is called
   a. DISKCOPY
   b. COPY
   c. BACKUP
   d. FORMATTING
   e. MULTITASKING

B. CIS EXIT INTERVIEW

Attached is an outline of topics for conducting an exit interview. Circle the appropriate rating on the scale and also provide any relevant comments. Comments can include any information which you feel is important but is not clearly being communicated through the rating. They may be composed of student's reactions and comments, your comments or a combination of both.

Listed below are possible subtopics for each topic. They may assist in the assessment of the specified topic. In addition, each topic is further defined and clarified.

TOPIC	DESCRIPTION
1. I/O Devices	Student should be able to identify and describe various I/O devices. Common devices should include CRT, scanner, voice recognition, card reader, printer, voice synthesis, COM, telephones, mouse or joystick.
2. Internal components	The CPU, bus line and main memory should be mentioned in the answer. The answer may include fetch/execute cycle, system clock, decoding instructions, ALU, CU and memory controllers.
3. Data Communication	The function of a modem, communication controller and communication lines should be mentioned. Other topics include baud rate, analog vs digital, telephone lines, coaxial cable, microwave and fiber optic transmission.
4. Hardware/Software	The answer should indicate an understanding that software is a set of instructions which are executed using the hardware and, in turn, dictate the action of the hardware.
5. RAM vs ROM	RAM is random access memory and requires power to retain it's contents. In addition, RAM can be used for reading or writing. ROM is read only memory. It retains it's contents without power but can only be used for reading. Additional topics include volatile vs nonvolatile, PROM and EPROM.
6. Computer Configuration	Student should be able to identify the make and model of all the computers used in the program. Additional topics would include the strengths and weaknesses of of each model.
7. Operating Systems Application Program	Operating systems manage storage allocation and device allocation for application programs. Most application programs request memory/devices through the operating system. This allows application programs to be executed on many hardware configurations.

CIS EXIT INTERVIEW

Spring 1990

INTERVIEWER INFORMATION

NAME _____

DATE _____

Please provide a general evaluation of the student upon the completion of the interview. Use the same rating scale as indicated on the following page.

TOPIC	RATING
TECHNICAL SKILLS - HARDWARE	0 1 2 3 4
TECHNICAL SKILLS - SOFTWARE	0 1 2 3 4
ETHICS/PRIVACY	0 1 2 3 4
COLLEGE/DEPARTMENT/FACULTY	0 1 2 3 4
PERSONAL GROWTH / GOALS	0 1 2 3 4

COMMENTS:

OUTLINE - EXIT INTERVIEW

Please use the following structure in conducting the exit interview. In the space below each topic, provide any appropriate comments. The comments should provide an assessment concerning the students understanding of the subject matter. In addition, please assign a rating for each topic. The following scale should be used:

0 not applicable - not asked
1 poor understanding
2 some understanding
3 good understanding
4 excellent understanding

TECHNICAL PORTION

HARDWARE	RATING				
1. Describe various input/output devices.	0	1	2	3	4
2. Explain the internal components of a computer - how do they interact?	0	1	2	3	4
3. Describe the hardware involved in "data communications".	0	1	2	3	4
4. Explain the difference between hardware and software.	0	1	2	3	4
5. Describe the difference between RAM and ROM.	0	1	2	3	4
6. Discuss the various computers used at your school.	0	1	2	3	4

Outcomes Assessment Committee Report

September, 1990

CRIMINAL JUSTICE COMMITTEE

Charles Cavanagh, Westchester Community College
Fred Galt, Dutchess Community College
George Hackett, Rockland Community College, TEAM LEADER
Anthony Muratore, Orange County Community College

Recommended Outcomes Assessment Strategies

A. Individual Student Progress
B. Learning Activities Course Descriptions
C. Graduate Follow-up Information
D. Capstone Course
E. Evaluation of Interns
F. Assignments Using Communication Skills

Materials and Plans

A. Each institution should develop a tracking system to collect information on student progress, reasons for leaving, attrition and/or transfer

B. Each course should be described in a format that defines course objectives, learning activities involved and the evaluation methods. A sample format is attached.

C. Each institution should collect information on graduates employment or transfer history. The SUNY Graduate Follow-up study can be used for this purpose (attached). A list of questions for the transfer institution is attached that could be administered separately by the program.

D. A capstone course should be explored as a vehicle for assessing outcomes acquired in each of the major's courses. The course could be divided into broad topics such as Law and the Legal System, Criminal Justice Systems and Methods, Administrative Functions and Elements and Technical Approaches to Criminal Justice.

E. Sample: Supervisor's Evaluation of Criminal Justice Interns
Rockland Community College

F. Sample assignment -- CJ 110
Rockland Community College

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E. SAMPLE SUPERVISORS EVALUATION OF CRIMINAL JUSTICE INTERNS

Standards	Well Above Standards	Above Standards	Meets Standards	Below Standards	Well Below Standards
Appearance Consider the impression this intern makes on people by his/her personal neatness, hygiene, weight, dress and bearing. Is this intern physically fit?	—	—	—	—	—
Communication Skills Consider this intern's effectiveness in discussion and expression in person-to-person or group interactions. Is this intern an attentive listner? Does he/she express ideas in writing with facility?	—	—	—	—	—
Community Relations Consider the extent of this intern's involvement with the community. Is this intern knowledgeable of the cultural aspects of the community and sensitive to its needs?	—	—	—	—	—
Human Relations - Impartiality Consider if this intern is friendly, tactful and empathetic to people regardless of their ethnic, religious, racial or cultural background. Does this intern evoke a positive response from people by offering equal service to all?	—	—	—	—	—
Judgement - Decision Making Are all available factors weighed before judgements are made? Are decisions based on a correct assessment of available facts?	—	—	—	—	—
Ethics Consider the extent to which this individual can be relied upon to adhere to the Agency's policy on ethics. Is this intern's attitude toward such policy professionally oriented?	—	—	—	—	—
Self-Image Does this individual consider himself/herself a professional by demonstrating a positive attitude toward work and placing a special value on it? Does this intern possess professional self-confidence in dealing with others?	—	—	—	—	—

F. ASSIGNMENT FOR C.J. 110

1. Students will read, study and familiarize themselves with the Administrative Process of Organizing.

2. Through the study of the eight (8) Principles of Organization, the student will:

   a. Prepare an Organizational Chart (Table of Organization) for a one hundred (100) member Police Department which will consist of at least four (4) major units: Detective Division, Patrol Division, Staff Services, and Technical Services and any others deemed necessary.

   b. After completion of the Table of Organization, the student will fully explain (using the chart as a working model) the Principles of Organization.

Learning Objectives

1. Student will be able to fully discuss and explain the Administrative Process of Organizing.

2. Student will fully understand the Principles of Organization and will be able to demonstrate the connection between each of the Principles of Organization and why each is essential in the proper organization of a police department or any other institution.

3. Student will be able to graphically present the concepts of the Principles of Organization, demonstrating understanding of these principles in writing.

OUTCOMES ASSESSMENT COMMITTEE REPORT

September 1990

ENGINEERING TECHNOLOGIES COMMITTEE

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Nicole Hannburgh, Rockland Community College
Arthur Meier, Rockland Community College
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John Sarrubbo, Westchester Community College
Leonard Spina, Westchester Community College, TEAM LEADER

Recommended Outcomes Assessment Strategies

A. Information for Technology Accreditation and Certification Programs

B. Identification of basic competencies in engineering drawing and basic electricity which are considered common to the technologies

C. Follow-up surveys to students, graduates and employers

Materials and Plans

A. Overview--Assessment in the Technologies

B. ASE, SME, and ABET guidelines

C. Listing and samples of engineering drawing skills and basic electrical concepts applicable to the technologies.

D. Sample surveys--student, employers, graduates.

ELECTRICAL ENGINEERING TECHNOLOGY

EMPLOYER SURVEY

Please give us your comments on your employee's preparation for his/her position by circling your response.

1. Employee's communication skills

   A. Oral communication:

      1) excellent 2) good 3) adequate 4) poor

   B. Written communication:

      1) excellent 2) good 3) adequate 4) poor

2. Employee's math skills

      1) excellent 2) good 3) adequate 4) poor

3. Employee's knowledge of state-of-the-art technology

      1) excellent 2) good 3) adequate 4) poor

4. Employee's computer training

      1) excellent 2) good 3) adequate 4) poor

COMMENTS/SUGGESTIONS you may have to help us improve our programs.

Company Name and Address: (optional) _____

_____

_____

Contact person: _____

OUTCOMES ASSESSMENT COMMITTEE REPORT

September 1990

FOODS/HOSPITALITY COMMITTEE

Ron Bernthal, Sullivan County Community College
Claire Cohen, Westchester Community College
Edmund Nadeau, Sullivan County Community College, TEAM LEADER
Daryl Nosek, Westchester Community College
Richard Vobroucek, Rockland Community College

Recommended Outcomes Assessment Strategies

A. Student Assessment Exam - Food Service

B. Student Assessment Exam - Travel and Tourism

C. Capping course and portfolio

Material and Plans

A. Student Assessment Exam - Food Services; designed as an entrance exam for use with first semester students

B. Student Assessment Exam - Tourism and Hospitality; designed as an entrance exam for use with first semester students

C. The capping course and portfolio concept are currently under development, and will begin in October of this year.

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STUDENT ASSESSMENT TEST - 100 POINTS

NAME: _____

SS#: _____

CURRICULUM: _____

ADVISOR: _____

A. GENERAL HOSPITALITY AND MANAGEMENT AREAS

TRUE AND FALSE QUESTIONS:

_____ 1. The full-service restaurant offers menu variety, table service and prepares food on premise.

_____ 2. Fast food is generally not nutritional.

_____ 3. Employment trends in the hospitality industry indicate management will be the fastest growing need.

_____ 4. Demand growth for food service is based on factors related to working wives, educational attainment, and rising income.

_____ 5. Convenience food systems reduce food costs.

_____ 6. Over booking is a response to the problem of no shows.

_____ 7. City ledger refers to the accounts of guests registered in the establishment.

_____ 8. There is no distinction between management and supervision.

_____ 9. The break-even-point indicates how much sales are needed to cover variable costs.

_____ 10. Span of control refers to the number of people one person can supervise.

_____ 11. Training is appropriate for new employees because it helps reduce turnover rate.

_____ 12. Reference checks need be run only on applicants for executive positions.

E. MATH QUESTIONS: BASIC/COMPLEX

Add the following figures

93.
$$\begin{array}{rr} & \$468.29 \\ & 549.32 \\ & 376.51 \\ + & 225.25 \\ & \underline{152.46} \end{array}$$

Subtract the following figures

94.
$$\begin{array}{rr} & \$121,002.02 \\ - & \underline{73,624.05} \end{array}$$

95. A restaurant orders 28 beef rounds. Each round must average 45 pounds. How many pounds are ordered?

96. A pastry show receives 80 tins of frozen cherries. Each tin weighs 30 pounds. How many pounds are ordered?

97. Find the sum in the following addition problem. Simplify the answer to the lowest terms.

$$\begin{array}{rr} & 1/16 \\ + & 1/8 \\ \hline \end{array}$$

SOLVE THE FOLLOWING PROBLEMS:

98. A 550 pound side of beef is ordered. The chuck cut weighs 38 pounds and the round cut weighs 48 pounds. What percent of the side is the chuck? What percent is the round?

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STUDENT ASSESSMENT TEST - 100 POINTS

NAME:_____

CURRICULUM:_____

ADVISOR:_____

A: GENERAL TOURISM - AGENCY OPERATIONS

TRUE AND FALSE QUESTIONS:

1. There are approx. 35,000 travel agencies in the U.S.	T	F
2. Travel agents earn approx. 25% commission on sales	T	F
3. Travel agent inventory is an intangible	T	F
4. Cruise ship cabins located forward or aft are more expensive than cabins amidships	T	F
5. A chain cannot operate a hotel unless it is the owner	T	F
6. The letters MAP in a hotel guide means the hotel serves three meals a day	T	F
7. Metroliners provide luxurious, long-distance rail service Chicago and New York	T	F
8. AMTRAK was created in 1980	T	F
9. The TGV is a Japanese bullet train	T	F
10. The FAA is responsible for aviation safety	T	F
11. Hub & Spoke is a name for airline route systems	T	F
12. Deregulation pertains to the railroad industry	T	F
13. The DC-3 was the first successful jet transport	T	F
14. The B-747 was the first jumbo jet	T	F
15. The Spirit of St. Louis flew New York to Paris in 1907	T	F

OUTCOMES ASSESSMENT COMMITTEE REPORT

September 1990

HUMAN SERVICES COMMITTEE

Patricia Bell-Eisenhardt, Orange County Community College
Mary Lou Della Guardia, Dutchess Community College
Thomas Gerry, Columbia-Greene Community College, TEAM LEADER
Pauline Herman, Westchester Community College
Anne Lavelle, Sullivan County Community College
Debra Tietze, Rockland Community College
Maryann Wilson, Sullivan County Community College

Recommended Outcomes Assessment Strategies

A. Program Retention and Job Placement Information
B. Graduate Self-Report
C. Employer Report or Transfer Standing Report
D. Field/Practicum Assessment

Materials and Plans

A. Each program should collect data on individual student progress in the program, reasons for changes, and, after graduation, compile information on job placement: did students find jobs in appropriate fields, upon/before graduation, how many employed, what positions, salary levels?

B. Each program should obtain data from graduates that would include: how graduates view themselves as outcomes of the program, what strengths or weaknesses (program related) are they experiencing on the job, what additions/changes would they recommend be considered for the curriculum?

C. Employers should be asked to report on perceived adequacy of preparation for the job, outstanding and weak skill areas, suggesting for curriculum additions. For students who transfer, information should be sought on ease of transfer, applicability of credits, perceptions of academic preparation and GPA's in the transfer institution.

D. Assessment instrument under development. A list of skills and rationale are attached.

D. FIELD/PRACTICUM ASSESSMENT SKILL LIST AND RATIONALE

The following is a list of skills and skill related areas that can be observed and evaluated during the practical experience(s). This list is not in any order and the idea behind the project is for you to select from this generic total those items that you can incorporate into an evaluation of the student in the practicum setting. The rationale is that the program attempts to teach concepts, values and skills that the student can apply in the work setting. It is difficult to measure the concept and values but the related behaviors in terms of skills can be objectively stated and operationally defined for measuring purposes. It is our assumption that the behavior the student demonstrates is a reflection of the learning objectives in the courses in the program. With that in mind, the behavior of the students in the field is a method that we can use to assess the validity of the programs.

enthusiasm
initiative
cooperation with staff
follow directives
articulation of agency policies
articulation of agency procedures
supervisory competency
reactions to criticism from supervisor
reactions to criticism from instructor
uses language which reflects ethnic neutrality
demonstrates an understanding of client needs
maintains confidentiality
adapts to change
accepts responsibilities
demonstrated time management skills
meets deadlines on time
demonstrates dependability
demonstrates honesty
can communicate with clients at their level
personal appearance appropriate to the agency environment
maintains accurate records
attendance and punctuality
articulates the goals and functions of the agency
maintains professional working relationships with agency personnel
demonstrates ease when working with clients
engages in reflective communication
can restate the communication/messages of clients to provide clearer understanding
demonstrates leadership abilities in group functions
maintains control during meetings with client(s)
maintains composure in a crisis or confrontational event
demonstrates observational skills
demonstrates clear writing skills
uses non-stereotype language